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# Handling Angry or Confused Patients - Role-Play

Experiment 4 - Practical Notes

Name: \_\_\_\_\_ Roll no.: \_\_\_\_\_ Date: \_\_\_\_\_

## Aim

To practise calm, respectful communication during a difficult interaction.

## Principle

Acknowledging a concern, reducing unnecessary complexity and stating clear next steps can help de-escalate a conversation. Communication should preserve dignity and maintain a safe environment.

## Requirements

- Fictional delay complaint and confusing-label scenarios.
- Small groups, observer sheet and a designated escalation role.

## Procedure

### 1. Set a calm tone

Maintain a safe comfortable distance, open posture and an even voice. Avoid arguing about the person's feelings.

### 2. Acknowledge

Use a specific statement such as "I can see the delay has been frustrating." Do not promise an outcome you cannot deliver.

### 3. Clarify

Ask one question at a time and listen to the actual concern. Offer a quieter area when appropriate.

### 4. Explain options

Give concise choices within your role, such as checking the status or asking the supervising pharmacist to review the instructions.

### 5. Check understanding

For a confused participant, use short steps and teach-back. Involve a chosen support person only with appropriate permission.

### 6. Escalate and record

If threats, acute confusion or a possible clinical problem arise, seek the appropriate staff response. Record facts without insulting labels.

**Communication Skills**

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**Observations and Record**

| Scenario            | Helpful phrase / action | Observer feedback |
|---------------------|-------------------------|-------------------|
| Delayed service     | _____                   | _____             |
| Confusing label     | _____                   | _____             |
| Escalation decision | _____                   | _____             |

**Worked Example**

The numbers below are illustrative; enter your own observations in the record.

- “I will check the status and return with an update in five minutes” is useful only when that follow-up can actually be completed. Record and honour the stated action.

**Result**

Record the completed activity, the feedback received and one specific improvement demonstrated on a second attempt. Use the actual performance record rather than the worked illustration.

**Precautions**

- Use fictional cases and remove personal identifiers from every worksheet, recording or slide.
- Explain only the instructor-verified prescription or information supplied for the exercise. Refer uncertain clinical questions to the supervising pharmacist.
- Respect the participant’s language, comfort and right to pause; obtain permission before recording.

**Viva Questions and Answers****1. Does empathy require agreeing with every demand?**

No. It acknowledges the concern while preserving appropriate boundaries.

**2. Why avoid several questions at once?**

They can increase confusion and obscure the answer.

**3. When is escalation needed?**

When the concern exceeds the role or threatens safety or appropriate care.

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